

Water Conservation in Your Daily Life

Lesson Plan for Second Grade by Charlene Clarke

Overview

This lesson was created to heighten second grade students sensitivity to their daily use of water. By engaging in small group activities, students will challenge themselves and their classmates to consider the consequences of using water frivolously thereby, promoting the idea of conservation. (I do this unit around December when the children have mastered the routines for accountable talk, working in groups . ..)

Essential Questions: What are some ways in which you use water daily? What are some things that you can do to make sure we do not run out of water in the future?

Vocabulary: Conserve = save or not waste

Natural Resource = things found in nature that are used by people

Consumption- to use up something that may not be able to be replaced

Scarcity = something that there is very little of

Wants- something that you would like to have but do not need to survive

Needs- Something that you must have to survive

Note these words would have been previously taught. The aim is to activate prior knowledge.

Competency: 3c , 7.1.1, 1.RL.1,

Goals for the Lesson: to activate thought and dialogue about water consumption
: encourage students to become involved in water
conservation

Content Area: Science/ Art

Students will: - create a list of ways that they use water in their homes
- share ways that water might be being wasted at home
- cooperatively create a plan to conserve water at home.

Materials Needed: crayons, markers, lined chart paper, plain chart paper, one liter bottle of water 10 cups ,One Gallon bottle of water 14 cups

Time: 60 minutes over a 2 day period

First Day

Warm Up: Teacher puts out a one liter bottle of cold water and cups on the table right after recess. He/She directs students to “Take as much as you like,” Students have no limit to the amount of water they drink. (There obviously will not be enough for everyone in this 24 pupil class! However, after the experience feel feel to break out the rest of the water.)

Activating Prior Knowledge

Teacher will write each vocabulary word above on the board.

He/She will then present a riddle to the class. Students will solve the riddles using the definitions of the vocabulary words (which was taught during previous lessons in this unit.)

Riddle # 1 I am something that you must have in order to survive. What am I?

Riddle # 2 I am something that is found in nature which is used by people.
What am I?

Riddle # 3 I am something that you save or use carefully.
What am I?

Riddle # 4 I am just not enough for everyone to have. What am I?

Riddle # 5 I am careless and sometimes wasteful. What am I?

Riddle # 6 I am something that you would like to have but can live without

Teacher explains to the class that today we are going to become “Water Conservationist.” Ask them what they think this means. (Turn, Talk and Share)

Review rules for accountable talk.

Step 1 - In groups of 5, students will cooperatively discuss and create a list of ways that they use water daily on lined chart paper. Children will pick a: recorder, coordinator (person who chooses the order in which the group members speaks.) The recorder will write the contributors name next to their entry. (15 mins)

Teacher monitors groups to make sure they are on task.

Step 2- Teacher will present “Help Conserve Water” Video by Wondergrove Kids (youtube) (3 mins)

Question: Which of the water uses on your list is something that you must do to survive?

Which is something that you just like to do?

Step 3- Students will revisit their list. They will label the list entry **W** if it is a want and **N** if it is a need (5 mins)

Second Day

Step 4- Students will then select one of the entries that they might want to work on 1 actively conserving. They will use this entry to create a poster that will show the problem that they selected and 2- creates a solution

Step 5- Students present posters.

Using the rubric below, students grade the each other. As presenter meets criteria the classmates raise a finger to show that it was met.

Rubric: Level 4 - 1 Student provided an entry for group list

2 Student created a poster that

A- shows a water consumption problem

B- shows a solution to the focus problem

3- Writes a reflection containing vocabulary 5- 6 of the vocabulary

words

scarcity about what they learned and/or how they felt when there was a
of water

Level 3: 1-Student provided an entry for group list

2- Student creates a poster about a problem and creates a way to solve

3- Student writes a reflection about what they felt or learned containing
4-5 vocabulary words

Level 2: 1-Student provided an entry for group list

asked 2- Student creates a poster that meets 1 of the 2 criteria
for

2-3 3- Student writes a reflection about what they learned using
vocabulary words

Level 1: met only one of the criteria presented in level 2
and 1 vocabulary word